

Pre-Trunk Activity

Traveling Trunks are mini-museums. They bring a little bit of history to your classroom. In each trunk, there are photographs, clothing, toys and many other items used in daily living on the western frontier in the 1800s. These artifacts help to tell the story of the past.

Have each of your students prepare a list of contents for their own “Traveling Trunk”. These should be objects or pictures that represent their lives. Have them share with the class why they chose these items.

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LETTERS FROM THE PAST



Did You Know?

A time capsule was placed at the top of the Gateway Arch on October 28, 1965. Inside the capsule are 762,000 signatures. Many are from students who attended St. Louis schools at that time. The time capsule is permanently welded inside the Arch and will not be opened as long as the Arch stands.

Recently an old school building was slated for demolition. The demolition team unearthed a trunk containing a sort of “time capsule” of letters, photographs, and artifacts revealing what schools were like long ago in St. Louis and on the western frontier. A teacher from a nearby school gathered the contents together for your use. No one knows who originally collected these things, or why. But they provide a glimpse into the past, help us to understand the present, and appreciate the future. (The diaries and letters are based on real people and events.)

Divide your class into small groups and give each group one of the items from the trunk. Ask students to work together to analyze the items and their use. Then have your students take turns reading the following story to the class. When he/she gets to an item, (the underlined part in the story, i.e. quill pen) have a representative from that group stand up, show the item, and pass it around. Items should be returned to the trunk after everyone has a chance to touch and look at them closely.

Letter #1: Apprenticeship
May 13, 1809

Dear Diary,

I am well. Mr. Lewis says it is important to keep a diary. It will help me in my studies and it will record history. Since I am his loyal servant, I must obey. Perhaps I should tell you about my apprenticeship. My name is Toussaint Jusseume. I am thirteen years old and from the district of Saint Louis. My father, Rene Jusseume, has signed and bonded me to apprentice with Mr. Meriwether Lewis, the governor of this territory. I will be Mr. Lewis' indentured servant for five years. Mr. Lewis will provide me with sufficient meat, drinks, washing, lodging, and other things suitable. He gave me this quill pen to write with. He will provide board and lodging and neat clothes for Sunday and holidays. He gave me this vest to wear to church. He will provide me with a respectable education, train me how to read and write French and English better than I do now and calculate numbers. In return I will work for him running errands and assignments and be a useful member of society. After five years, I will be free to begin my own work.



"Mr. Lewis" is Meriwether Lewis, who led the Corps of Discovery westward to the Pacific Ocean in 1804-1806. I am honored to be studying with the leader of that great expedition into the western territories. Perhaps he will take me on an expedition.

Since the Corps of Discovery returned to St. Louis, many trappers and traders come and go from the west and many boats bring supplies and merchandise on the river from New Orleans. My favorite thing to do when I am not working is to sit on the riverfront and watch people come and go. I like to listen too. Some people speak French and Spanish. There are Native Americans and people from Africa, both slave and free. There are wealthy people who live in fine houses and there are poor indentured servants like me. Children from wealthy families have private tutors or go to private schools. Some boys go to one school and the girls go to another. Some even go to Europe to be educated in boarding schools. Children like me might learn to read and write from their parents, if they can read or write, or some become indentured servants to learn a trade.

I must end this day and get a good night's sleep to begin my lessons and my work early in the morning.

Your loyal servant,
Toussaint



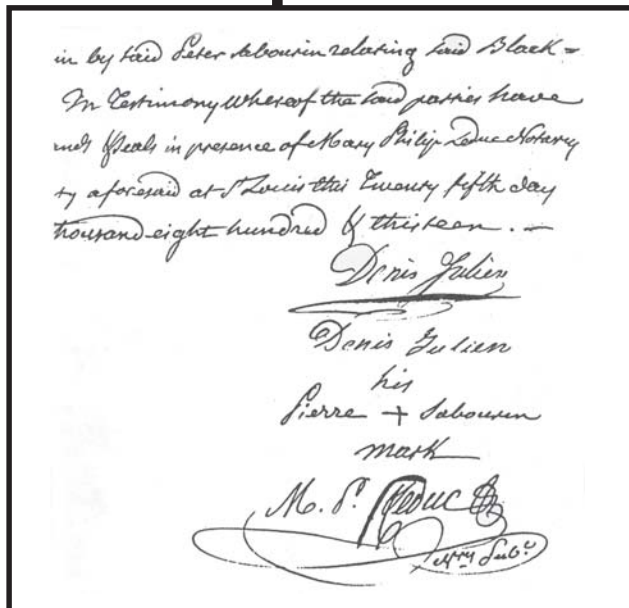
Classroom Activity #1

St. Louis was established as a frontier fur trading post in 1764. The first school opened in 1774 and another opened in 1776. Both were for boys only and tuition was charged. Eighteen years later, a school for girls was opened and tuition was charged. Have students discuss the following. What if there was no school today for you to attend or the only school charged tuition and you could not afford it? How would you learn to read and write or learn a trade? If your parents indentured you, what kind of apprenticeship would you want and to whom?



Did You Know?

Meriwether Lewis died on October 11, 1809, just five months after signing Toussaint Jusseume's indenture. What became of his young apprentice is yet to be researched.



Missouri Historical Society
Archives

Classroom Activity #2

An indenture is a type of signed contract. Copy and have students analyze the signatures on this indenture. Notice Denis Julien's elaborate signature. Look at Pierre Sabourin's signature. What is meant by "his + mark"? (Pierre could not read or write, so he made his mark "+" and someone else signed for him.) What would you do if you couldn't read or write?

Classroom Activity #3

As a boy, President Ulysses S. Grant apprenticed with his father tanning hides. To learn more, encourage students and families to visit Ulysses S. Grant National Historic Site in southwest St. Louis, Missouri or visit their website at www.nps.gov

Did You Know?

On March 1, 1872 President U.S. Grant signed the Yellowstone Bill, which created the world's first national park. Visit Yellowstone National Park on the Internet at www.nps.gov/yell

Classroom Activity #4

At the age of twelve, Eero Saarinen won first place in a matchstick design contest. With much study and education, he apprenticed with his father, Eliel, an architect. In 1947 Eero won the contest to design the Gateway Arch. Have students research the artistic work of this family. Then create a design for a monument to schools or to your local community.

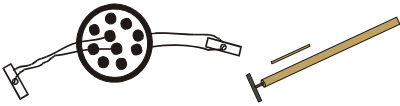


JEFFERSON NEM 2000

Letter #2: Public School
April 5, 1838

Dear Cousin,

I am writing to tell you of my good fortune. I have been admitted to the very first public school in the City of St. Louis. St. Louis has many private schools where one must pay to attend and many schools for only boys or only girls. The first of these opened for boys in 1774. That was sixty-four years ago, which was two years before our country gained independence! There are also many schools run by the Catholic and Lutheran churches, but you must be in good standing in their religion to attend their schools. These parochial schools opened in 1818. St. Louis is an old French town and many of the wealthiest families, like the Mullanphys and the Chouteaus send their children to boarding schools in Europe.



My school is called Schoolhouse No.1 and is located at the southwest corner of Fourth and Spruce Streets. There are two teachers, Mr. David Armstrong and Miss Mary Salisbury. I heard my father talking. Mr. Armstrong's

salary is \$900 per year, and Miss Salisbury's is \$500. My mother doesn't understand why a woman teacher is not rightfully paid. Perhaps if women were granted the right to vote, they could remedy the situation. Women teachers must also remain single. Should they marry, they must resign from teaching to be dutiful housewives. Miss Salisbury is very nice. At recess, she lets us play with buzz saws and whimmy diddles.

Classroom Activity #5

The salary for women teachers at Schoolhouse No. 1 was \$500 per year and for men: \$900. Suppose the school had a budget of \$1500 for three women teachers in 1839 but had to hire two men instead. Would they have enough to pay these two men according to the original budget? How much more would they need? Ask your students how they would feel if they were the school principal or teachers back then. Would they choose to do something about it? Why or why not?





Our school is free to all—any child, boy or girl, rich or poor. I hope that some day my friends can go to school. I hear that some of their churches are running "tallow candle schools", where free people of color can learn to read and write in dark basements by candlelight. I hear there is a cooper by the name of John Berry Meachum, who was a former slave. He bought his own freedom and now buys slaves, trains them in his cooperage and then sets them free. He also plans to organize a school for his people. I admire his character, but fear for his safety. I also hear that some slaves are suing for their freedom at the Old Courthouse.

Our holidays shall be every Saturday, Christmas, New Years Day, and all Thanksgiving and Fast days. Our vacation shall be the first two weeks in July and January. Discipline is strict. Should parents of children who have been punished at school attempt any attack upon the teachers, their children shall be expelled for six months. Failure for teachers to be in their rooms ten minutes before nine o'clock shall be reported as tardiness for which one-half day's salary shall be forfeited.



Did You Know?

In 1873 Susan Blow opened the first public kindergarten in North America at DesPeres School in Carondelet. Encourage your students to visit it with their family and compare it to today. The school is located at the Carondelet Historical Center at 6303 Michigan in South St. Louis, Missouri.

"They hereby give notice, that the School House..in the southern section of the City, will be open on Monday next, the 2d April..to all the children-male and female-of St. Louis who wish to avail themselves of the benefits of these institutions. They are free to all- and all are invited without any charge whatever for tuition."

Public Notice, Missouri, Saturday News, March 31, 1838

Classroom Activity #6

Have students analyze this newspaper article and discuss their interpretations. What did this mean to children in 1838? Why would there be a notice in the paper? Why is it including male and female? Why advertise that there was no tuition?

Classroom Activity #7

In 1847 Missouri passed a law forbidding the education of African Americans. Have your students discuss the following questions. What would you do if it were illegal for you to go to school? How would you learn? Who would teach you? Where would you go?



JEFFERSON NEM 2000

There are many opportunities here. St. Louis is growing quickly from a frontier town to a sizeable city. Many immigrants are settling here from Germany and other countries. There are many businesses from the Sante Fe trade, and many people are talking about rich land in Oregon. People are beginning to outfit here, as the Lewis and Clark expedition did 35 years ago. I dare say, St. Louis may someday be called "the Gateway to the West."

I must now take leave, as it is late and I must not be late to school tomorrow.

Respectfully,
Joshua

Classroom Activity #8

The first public high school west of the Mississippi River opened February 11, 1853 and was called "The High School" and later, Central High School. To attend, pupils had to submit to testing in arithmetic, grammar, geography, and reading. Some of the questions follow. Have students answer these questions.

- (1) What is the length of a degree of Longitude on the Equator?
- (2) What separates Europe from Africa?
- (3) Write the plural of each of the following words: ball, church, thief, sky, ox, radius, deer, itself.
- (4) From $\frac{5}{8}$ of a bushel, take $\frac{15}{16}$ of a peck.

How did they do? Of the 105 pupils who sat for the examination in June 1854, 65 were admitted to the High School. Among the courses available were History, Shakespeare, Latin, Greek, Rhetoricals, Pre-Socratic and Socratic Philosophy, and Analytical Geometry.



Did You Know?

Teaching With Historic Places has free online lesson plans at www.cr.nps.gov/nr/twhp. Check out "Iron Hill School: An African American One-Room School" and "The Old Courthouse in St. Louis: Yesterday and Today".



Did You Know?

Booker T.

Washington was born a slave. After the Civil War, he became a teacher and built a school, where he became the first principal. He believed everyone should get a good education, especially African Americans and American Indians. His school, Tuskegee Institute, is a college and a national park. His home is also a national park. Learn more about him by visiting these two sites at www.nps.gov/tuin and www.nps.gov/bowa

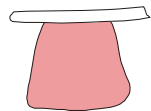


Letter #3: Mission School

July 23, 1846

Dear Mother and Father in Heaven,

This is your loving child, Catherine. I am thankful you have guided us to Dr. Marcus Whitman's mission and school here in Waiilatpu. He and his wife, Narcissa, are taking good care of us. She is our teacher and is strict about keeping a diary. She writes an entry every day. This is my diary. The Whitmans are our new parents. They labor hard to care for the seven of us orphaned Sager children and also for the Cayuse Indians. I try to help. Mrs. Whitman made me this cotton apron to protect my clothes while I do chores.



The Whitmans believe the Cayuse Indians have good hearts and that they can teach them to attend church and become farmers. It is their calling to minister to the physical and spiritual needs of the Indians. The Cayuse might believe otherwise. In their language, "cayuse" means superior. They believe it too. Dr. Whitman was schooled in medicine and the Cayuse respect him. They call him "te-wat" or medicine man. I thank the good Lord for this. The Cayuse believe that if a medicine man cannot heal, they then kill the medicine man. I pray that this does not happen. I do not want to lose another father. The Cayuse people hunt and fish and move from place to place according to the seasons. They do not readily stay in one place, nor take well to farming. They live in tipi style houses made of grass mats. They do not seem to appreciate our log school and church and fields of crops.



Did You Know?

Captain Henry R. Pratt founded the well-known Carlisle Indian School in Pennsylvania in 1879. He believed that the only satisfactory way to educate and assimilate Indians was to remove them from the reservations as children and surround them with Euro-American influence. Many American Indian children were taken from their homes on the Great Plains and sent to this school.



Classroom Activity #9

Ask your students if they agree with Captain Pratt. Why or why not? How would the lives of these children be different today had they not been removed from the reservations? Ask your students: How would you feel if you were an American Indian child and you had to go to school 1,000 miles away from your homeland and family?

JEFFERSON NEM 2000

Reading the Bible is also a chore. They have their own ways. But Mrs. Whitman was schooled at the female seminary and has an undying desire to teach them. She reads the Bible to them and sings to them. Sometimes she begins to cry as she remembers songs that she used to sing to her baby Alice. She misses her miserably. Her baby's life was cut unfairly short, drowning in the cold depths of the Walla Walla River. But Mrs. Whitman reminds us that the Lord is right. "Alice is not mine, but thine", she says. I am so thankful the Lord has blessed us with the Whitmans. We were destined to be orphans and all alone, but God's great mercy sent us to them. She sacrificed one child, but was blessed with seven and of course, all of the little Cayuse children. They are like little angels, or will be after they learn their lessons.

I do miss you, mother and father, but I know you are in heaven and heaven is a good place. Mrs. Whitman said today that those who love God will all be there one day. I will ask Mrs. Whitman first thing in the morning if people in heaven know how much we miss them. Can you read my diary in heaven?

Your Loving Child,
Catherine

Classroom Activity #10

A measles epidemic broke out among the Cayuse and many died. The Cayuse thought the Whitmans started the epidemic. What do you think the Cayuse did to Dr. Whitman? What about the Sager children? To learn more, visit Whitman Mission National Historic Site on the Internet at www.nps.gov.whmi



Did You Know?

An 1819 school for Native American girls still exists as a museum. Encourage your students to visit with their families. It is located at Old St. Ferdinand's Shrine at 1 Rue St. Francois in Florissant, Missouri.



Did You Know?

Teaching With Historic Places has a free online lesson plan, "San Antonio Missions: Spanish Influence in Texas".

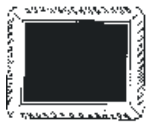


Letter #4: Frontier School

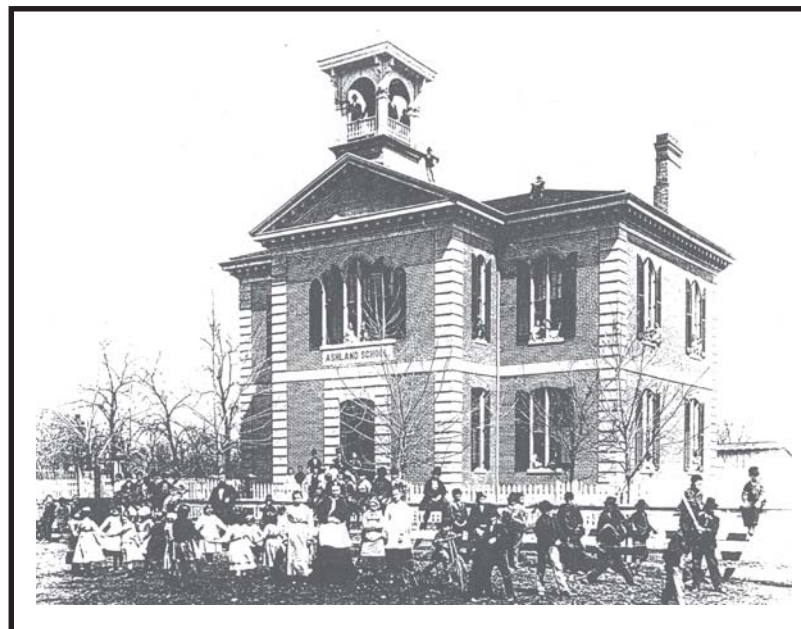
May 13, 1888

Dear Aunt Ida Mae,

I hope you are well. This has been an exciting year for me. I attended school for the first time since leaving St. Louis three years ago. It is very different from the schools in St. Louis, where there are separate schools for kindergarten, grammar, and high school. In St. Louis there are many large beautiful brick schools. Here is a photograph of Ashland School, my school in St. Louis. Here on the frontier, there is just one school with only one room. In St. Louis the school supplied our books and we each received one and each classroom had a large blackboard. Here we must each bring our own books and small slate and chalk. In St. Louis we each had our own desk, but here we all share simple benches.



Our school opened here in Kearny County, Kansas in October with nineteen pupils of various ages. We are all in one small room or what might be called a room. Our school is actually a dugout or a hole dug into the ground. The floor and walls are just plain dirt with a cellar type of door. Plain benches without backs run around three sides of the room. There are no blackboards or other school equipment. We laid down old rugs for our feet to rest on. A small wooden box holds the water bucket and common drinking dipper. A taller box serves as the teacher's desk and her chair is a homemade bench. A little stove keeps us warm.



St. Louis Public School
Archives/Record Center

(Use this photo from the trunk.)

JEFFERSON NEM 2000



We have a mixture of books which each pupil brought from whatever state was 'back home'. Slates are of all sizes, from Jimmy's tiny one with the red felt covered frame and pencil tied to it with a string, to Mary's big double one with initials and hearts on it. There are history books from Illinois, spellers and writing books from Iowa, readers from St. Louis city schools, and even some old spellers with their blue covers coming off.

We have all been without a school for so long that we are glad to study. Our teacher, Miss India Harris Simmons, is very intelligent. She uses an apple and a ball in place of a globe. For a library, we all brought a collection of books from home. We have Youth's Companion, volumes of the Chatterbox, Harper's Young People and a few books of the right sort, including some of Louisa May Alcott's. We read aloud and take on different characters and 'play them out'. We call it 'dramatization'.



Classroom Activity #12

There are several historic photographs in this trunk of frontier schools (like the one above). Have your students analyze them and compare with schools today.

Classroom Activity #11

Take a virtual tour of a frontier school at Homestead National Monument of America at www.nps.gov/home

Thomas County School (KS)
The Kansas State Historical Society, Topeka, Kansas

(Use this photo from the trunk.)



Did You Know?

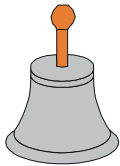
The most popular readers in the frontier classrooms were the Eclectic Readers by William Holmes McGuffey. Not only did the McGuffey Readers teach children how to read, they also taught values; for example, honesty, courage, charity, and good manners. The McGuffey Readers were first published in 1836, and more than 122 million copies were sold by the 1920s.



Towards spring, an unfinished frame building was built and we moved in as soon as it was on its foundation. We were so thankful for a wood floor, plenty of light, comfortable desks, and a real blackboard.

Come spring, we visited a nearby gypsum bed, which is a calcium mineral used to make plaster. We modeled some of it into flat maps and relief maps of the continents and into vases and plaques, decorated with wildflowers, and one pupil even attempted a bust of George Washington.

The last day of school came and we planned a play. We invited our families and they brought food for our first community dinner. An organ loaned from a home six miles away provided entertainment and our first community sing.

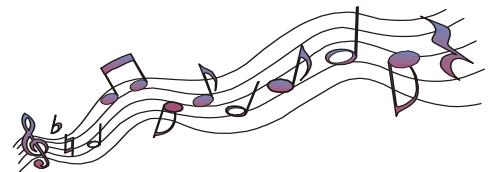


I'm eager for school again next year. Miss Simmons let me take the school bell home with me. I can't wait to hear it ringing and calling us to class. For now we must work in the fields. Write soon.

Your little scholar,
Jessie

Classroom Activity #13

School days, school days
Dear old Golden Rule days
Reading, writing and 'rithmetic
Taught to the tune of a hickory stick



This is a very old song that tells us a lot about classroom discipline of years ago. It was very common for a teacher to hold a book in one hand and a switch in the other. Teachers used switches to punish students if they misbehaved or didn't know their lessons. If teachers did not discipline their students, parents did not think they were doing a good job. Your school would be very quiet since strict teachers would demand silence and obedience. The students were to keep their eyes on their teacher at all times. They were not to look to the left or right.

Ask your students if they could go back in time to the 1800s and attend one of the frontier schools, would they do so? Why or why not? Then ask them to write their own song about your school.

JEFFERSON NEM 2000

Certificate of Scholarship.

This Certifies That

*a student in the Randolph
 Graded School, has for
 _____ weeks been pursuing the fol-
 lowing Branches, and on examination
 therein stands as follows; being rated on
 a scale of 100 per cent:*

Orthography _____ Grammar _____ History _____
 Reading _____ Geography _____ Geometry _____
 Writing _____ Algebra _____ Latin _____
 Arithmetic _____ N. Philosophy _____

No. of times tardy in _____ weeks _____

No of days absent in _____ weeks _____

S. PERKINS. } Board of H. D. SMALLEY. } Teachers.
 W. J. DICKINSON. } Education. ANNIE E. COLE.
 A. BRUMBAUGH. } CARRIE MENDENHALL }

RANDOLPH, _____ 1873.

S D Harris Printer. Rav O.

(Copy this certificate in
 the Appendix, on page 24.)

National Archives

Classroom Activity #14

Make copies and have students analyze the Certificate of Scholarship from an 1873 frontier school. Have them compare it to their report card today. What was the name of the school? What is meant by the word, “branches”? Are the subjects the same or different from today? Were students rated on conduct? How many teachers taught at this school? When would you rather go to school, in 1873 or the present? Why?

Classroom Activity #15

Use the book, A One-Room School from the trunk and the objects from the trunk to recreate a frontier classroom.



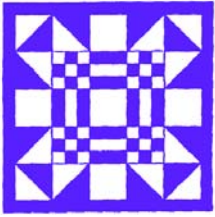
Did You Know?

Teaching With Historic Places has a free online lesson plan, “Adeline Hornbeck and the Homestead Act: A Colorado Success Story”.



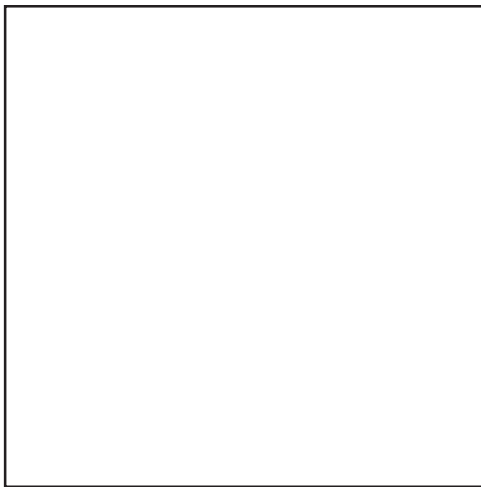
Did You Know?

An 1860s one-room school house still exists today. Encourage students to visit it with their families at Old Cold Water School, 15955 New Halls Ferry Road in Hazelwood, Missouri.



Did You Know?

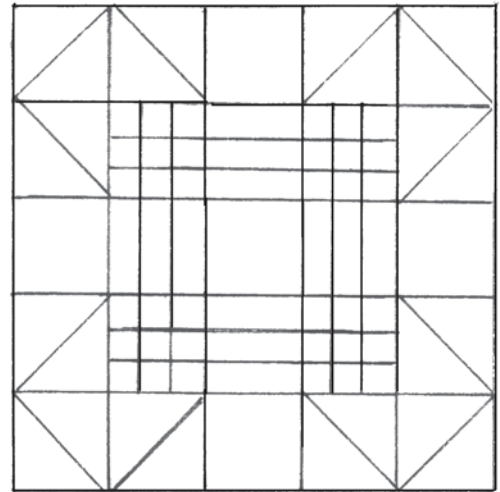
Quilts were an important part of people's lives during the 1800s. While traveling on overland journeys and after their arrival in their new frontier homes, the pioneers used quilts to protect their families from cold frontier winters and to brighten up dreary homes. They were used on beds, over drafty doors and windows, as coverings for the bare sod walls, and floors in homes on the Great Plains. Children, especially girls, learned from their mothers how to make quilts.



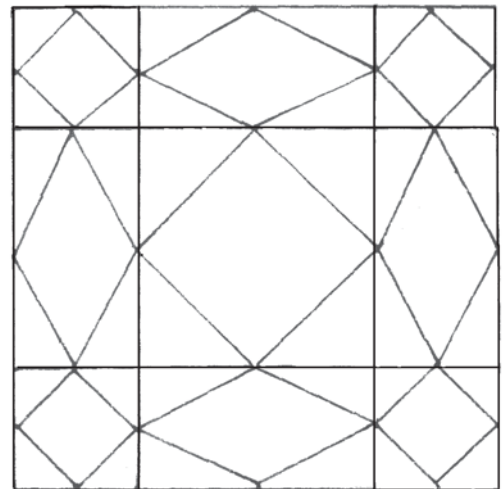
Design your own block and name it.

Classroom Activity #16

Have your students color the quilt blocks and design their own blocks. Have a quilt design contest at your school.

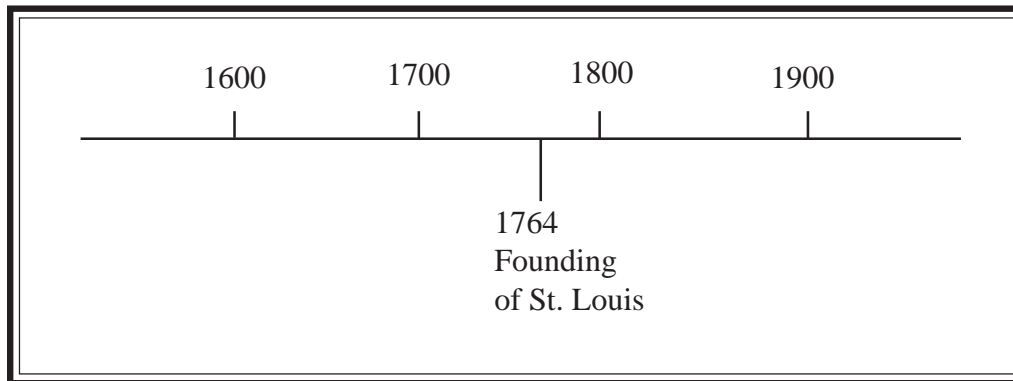


Missouri Star



Storm at Sea

JEFFERSON NEM 2000



(Copy)

Classroom Activity #17

Have students create a timeline of local and national events. Include: 1764 Founding of St. Louis, 1774 First Private School in St. Louis, 1776 U.S. Independence, 1804-1806 Lewis and Clark Expedition, 1809 Toussaint's apprenticeship, 1838 First public school in St. Louis, 1846 Whitman's Mission, 1847 Dred Scott Trial and Missouri law prohibiting education of African Americans, 1853 First public high school west of the Mississippi in St. Louis, 1862 Homestead Act, 1865 End of the Civil War, 1866 First St. Louis public school for African American children, 1872 Yellowstone National Park, 1873 First public kindergarten in the U.S. in St. Louis, 1875 First public high school for African Americans west of the Mississippi, 1888 India Harris Simmons' frontier school, 1954 Brown v Board of Education decision.



(Courtesy of Nebraska State Historical Society)

Did You Know?

These two young boys in the photo on the right are cheerfully performing a very necessary chore. They are gathering dried cow manure for fuel. Buffalo chips, as well as cow chips, were used as fuel on the Great Plains where trees and firewood were scarce. A teacher might ask the students to help gather fuel for the school's stove. It was considered a privilege to be the teacher's assistant. Pioneer children often threw these chips the way frisbees are thrown today.



(Use this photo from the trunk.)



Did You Know?

Monroe School, the segregated school attended by Linda Brown in Topeka, Kansas, is now a national park. It commemorates the 1954 landmark Supreme Court decision that concluded that "separate educational facilities are inherently unequal". To learn more, visit www.nps.gov/brvb



PARKS AND THE PAST



Did You Know?

National parks preserve and protect nature and the environment. When your students are older, they can volunteer in national parks to help take care of these special places.

CLASSROOM ACTIVITY #18

Service learning provides experiential context for social studies. It also helps prepare students to become active, responsible citizens. Have your students contact a national park nearby or find one on the Internet at www.nps.gov to explore ways your students can help park rangers make a difference in their community. Also, copy the Careers in National Parks and the Careers Search on page 19. In groups or individually, have your students complete the Careers Search looking for the job titles.

(Answers on page 25.)

To learn more about the importance of national parks, view “Conviction of the Heart” and “The Challenge of Yellowstone” video found in the trunk.

Jimmy Carter National Historic Site includes a virtual tour of his high school at www.nps.gov/jica.

Tuskegee Institute National Historic Site, founded by Booker T. Washington in 1888, consists of the school, his home, and the George Washington Carver Museum. Learn more at www.nps.gov/tuin.

Homestead National Monument of America preserves a frontier school. Take a virtual tour and check out a Curriculum Guide and Teacher Workshop at www.nps.gov/home.

Lyndon B. Johnson National Historical Park preserves his school and loans a Traveling Trunk about his life. Visit it at www.nps.gov/lyjo.

National parks are often referred to as the world’s largest university. Some parks even have schools. Using the National Park Service map in the folder, have students locate the location of the above parks. You can also visit their schools on the Internet at www.nps.gov

Have students compare these schools to their school today. How are they the same? Different? Where would you like to go to school? Why?



Decision

Making:

What is the one job that you would enjoy doing the most? How does what you are learning in school help prepare you for this job? What character traits would help you in these jobs?

Careers Search



S	D	Y	M	O	D	C	J	A	R	T	I	S	T	P	O	K	A
F	G	N	A	I	L	D	E	M	Y	L	K	T	E	Y	J	N	S
A	I	W	T	S	I	G	O	L	O	P	O	R	H	T	N	A	C
G	D	R	W	C	O	K	Q	D	D	V	R	E	O	W	K	C	U
H	M	R	E	H	P	A	R	G	O	E	G	S	A	T	A	H	B
Z	E	C	X	F	B	U	W	L	U	T	Y	N	F	R	T	Y	A
R	F	N	M	L	I	B	R	A	R	I	A	N	P	T	R	R	D
P	O	M	U	W	K	G	M	V	Z	A	L	E	I	H	A	A	I
Q	N	E	A	R	C	O	H	P	A	A	N	W	L	I	T	T	V
I	O	C	G	K	I	N	B	T	W	T	A	F	O	P	G	E	E
S	X	H	M	W	D	G	J	S	E	S	S	A	T	C	R	R	R
E	U	A	H	A	E	F	X	R	Y	R	A	D	H	P	O	C	J
O	C	N	L	G	M	O	C	M	T	P	M	S	Y	L	E	E	A
W	I	I	S	J	A	R	C	H	A	E	O	L	O	G	I	S	T
Q	G	C	L	L	R	H	P	M	H	E	C	G	F	P	O	Q	X
A	X	N	T	O	A	N	M	O	D	C	V	E	W	M	T	Z	O
L	O	R	T	A	P	E	L	C	Y	C	I	B	H	M	O	W	G



CHARACTER COUNTS

In 1876 St. Louis Public Schools introduced precepts for good behavior, urbanity, politeness, and good breeding. Students were to receive instruction once a month on the following topics: attitude on horseback and in the carriage; laughing at one's own jokes; tale-bearing at school; offering advice before it is asked; expressing opinions of one's victuals while eating; speaking in a language not understood by all the company; and eating fruit on the street. Have students compare this with today's character education training. Missouri state law did not require schooling until 1905. Have students discuss the following: If there was no law requiring you to go to school, would you? Why or why not? Is this law for the benefit of all citizens or should it be changed? If this issue were to appear on an official ballot, how would most citizens vote?



Post-Trunk Activities

1. You have used this Traveling Trunk. Now it is time for your students to revise their original contents list. Are there any other items they wish to include? Why? Have them create their own Traveling Trunk and put on a display in your classroom or your school library.
2. As a class, research your community and then choose objects that represent the lifestyles in your community at the present time. Create a Traveling Trunk on your community. Have students contact other students in a foreign city. Send them your trunk and if possible e-mail them to answer their questions about your community. In addition, ask them to create a traveling trunk on their local community and send it to you. You could then use it for display at your school for events like Cultural Days or display it at your local library.

Enjoy Creating Your Own Traveling Trunks!



ADDITIONAL RESOURCES

Now that your students have experienced life in frontier classrooms, use the following resources to learn more about St. Louis history, Westward Expansion, and National Parks.

INTERNET

Jefferson National Expansion Memorial

<http://www.nps.gov/jeff>

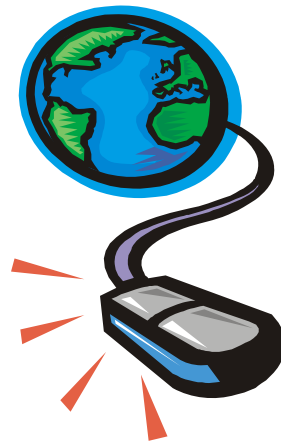
National Park Service

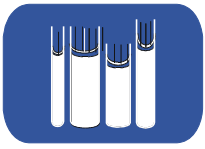
<http://www.nps.gov>

VIDEOTAPES

These films are loaned at no charge by calling our reservationist at (314) 655-1700, extension 0.

- ◆ Charles Russell – An American Artist (grades 4-12)
- ◆ Conviction of the Heart/The Challenge of Yellowstone (grades K-12)
- ◆ Gateway to the West (grades 4-12)
- ◆ Monument to the Dream (grades 3-12)
- ◆ A Monumental Story: The Gateway Arch & The Old Courthouse (grades K-4)
- ◆ Touring the Gateway Arch (grades 5-12)





READING LIST



Grades K-3

- Hooks, William H. Pioneer Cat. NY: Random House, 1988.
- Kalman, Bobbie. Homes of the West. New York, NY: Crabtree Publishing Company, 1999.
- Kalman, Bobbie. Pioneer Life from A to Z. New York, NY: Crabtree Publishing Company, 1998.
- Kalman, Bobbie. Old Time Toys. New York, NY: Crabtree Publishing Company, 1995.
- Kalman, Bobbie. Games from Long Ago. New York, NY: Crabtree Publishing Company, 1995.
- Kalman, Bobbie. A One-Room School. New York, NY: Crabtree Publishing Company, 1994.
- Kalman, Bobbie. Early Schools. New York, NY: Crabtree Publishing Company, 1991.
- King, David C. Wild West Days. New York, NY: John Wiley and Sons, Inc., 1998.
- King, David C. Pioneer Days. New York, NY: John Wiley and Sons, Inc., 1997.
- Turner, Ann. Dakota Dugout. New York, NY: Aladdin Paperbacks, 1985.
- Whelan, Gloria. Next Spring an Oriole. NY: Random House, 1997.

Grades 4-6

- Beiley, Carolyn S. The Little Red Schoolhouse. New York: The Viking Press, 1957.
- Carlson, Natalie S. The Empty Schoolhouse. New York: Harper and Row, 1965.
- Cobblestone Magazine: "Apple Seeds: Growing up on the Oregon Trail."
Peterborough, New Hampshire: Cobblestone Publishing, September 1999.
- Cobblestone Magazine: "African American Pioneers and Homesteaders."
Peterborough, New Hampshire: Cobblestone Publishing, February 1999.



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Cobblestone Magazine: "What is History?"

Peterborough, New Hampshire: Cobblestone Publishing, January 1990.

Cobblestone Magazine: "Old Time Schools in America."

Peterborough, New Hampshire: Cobblestone Publishing, November 1981.

Conrad, Pam. Prairie Songs. New York, NY: Harper Trophy, 1985.

Dejong, Meindert. The Wheel on the School. New York: Harper and Row, 1954.

Kalman, Bobbie. Early Schools. New York, NY:

Crabtree Publishing Company, 1991.

Kalman, Bobbie. A One-Room School. New York, NY:

Crabtree Publishing Company, 1994.

Streissguth, Tom. Writers of the Plains: A Story about Willa Cather.

Minneapolis, MN: Carolrhoda Books, Inc., 1997.

Turner, Ann. Dakota Dugout. New York, NY: Aladdin Paperbacks, 1985.

Grades 7-12

Cobblestone Magazine: "Apple Seeds: Growing up on the Oregon Trail."

Peterborough, New Hampshire: Cobblestone Publishing, September 1999.

Cobblestone Magazine: "African American Pioneers and Homesteaders."

Peterborough, New Hampshire: Cobblestone Publishing, February 1999.

Cobblestone Magazine: "What is History?"

Peterborough, New Hampshire: Cobblestone Publishing, January 1990.

Cobblestone Magazine: "Old Time Schools in America."

Peterborough, New Hampshire: Cobblestone Publishing, November 1981.

Conrad, Pam. Prairie Songs. New York, NY: Harper Trophy, 1985.

Leland, K. Dorothy. Sallie Fox. Davis, CA: Tomato Enterprises Book, 1995.





APPENDIX

Certificate of Scholarship.



His Certifies That

*a student in the Randolph
Graded School, has for
weeks been pursuing the fol-
lowing Branches, and on examination
therein stands as follows; being rated on
a scale of 100 per cent:*

Orthography _____ Grammar _____ History _____

Reading _____ Geography _____ Geometry _____

Writing _____ Algebra _____ Latin _____

Arithmetic _____ N. Philosophy _____

No. of times tardy in _____ weeks _____

No of days absent in _____ weeks _____

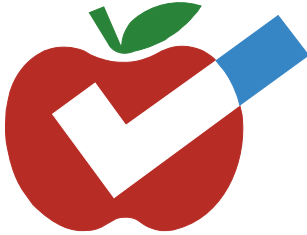
S. PERKINS.	} Board of Education.	H. D. SMALLEY.	} Teachers.
W. J. DICKINSON.		ANNIE E. COLE.	
A. BRUMBAUGH.		CARRIE MENDENHALL.	

RANDOLPH, _____ 1873.

S. D. Harris Printer, Rav. O.

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Answer key for Classroom Activity #5 on page 7:

No. They would need another \$300.



Career Search Answer Key

S	D	Y	M	O	D	C	J	A	R	T	I	S	T	P	O	K	A
F	G	N	A	I	L	D	E	M	Y	L	K	T	E	Y	J	N	S
A	I	W	T	S	I	G	O	L	O	P	O	R	H	T	N	A	C
G	D	R	W	C	O	K	Q	D	D	V	R	E	O	W	K	C	U
H	M	R	E	H	P	A	R	G	O	E	G	S	A	T	A	H	B
Z	E	C	X	F	B	U	W	L	U	T	Y	N	E	R	T	Y	A
R	F	N	M	L	I	B	R	A	R	I	A	N	P	T	R	R	D
P	O	M	U	W	K	G	M	V	Z	A	I	E	I	H	A	A	I
Q	N	E	A	R	C	O	H	P	A	A	N	W	L	I	T	T	V
I	O	C	G	K	I	N	B	T	M	T	A	F	O	P	G	E	E
S	X	H	M	W	D	G	J	S	E	S	A	T	C	R	R	R	
E	U	A	H	A	E	F	X	R	Y	R	A	D	H	P	O	C	J
O	C	N	L	G	M	O	C	M	T	P	M	S	Y	L	E	E	A
W	I	I	S	J	A	R	C	H	A	E	O	L	O	G	I	S	T
Q	G	C	L	L	R	H	P	M	H	E	C	G	F	P	O	Q	X
A	X	N	T	O	A	N	M	O	D	C	V	E	W	M	T	Z	O
L	O	R	T	A	P	E	L	C	Y	C	I	B	H	M	O	W	G

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